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A total of 21 persons, including area vocational-technical school directors, coordinators of post-secondary instruction, and supervisors of area high school programs, participated in the program aimed at preparing directors and coordinators of secondary and post-secondary vocational education programs. The 20-month training period was divided into three phases: Phase I concerned the development of basic understandings of overall responsibilities and involved visits to vocational education programs, lectures, and discussion group meetings. Phase II was a 3-week institute on the university campus designed to help trainees (1) study the various professional problems faced by a vocational education administrator, (2) examine supervision and administration, and (3) study administrative practices and principles related to program organization, coordination of the instructional program, and personnel management. Phase III was an internship in administration. Some of the accomplishments indicated by the trainees were: (1) a working knowledge of a comprehensive program as a basis for planning local programs, (2) knowledge of administrative responsibilities and related professional problems, and (3) practice in applying administrative principles and practices in on-going programs. (JK)

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FINAL REPORT

Project No. 6-1403

Grant No. OEG 2-7-671403-0390

VOCATIONAL EDUCATION LEADERSHIP TRAINING PROGRAM

February 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Final Report

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VOCATIONAL EDUCATION LEADERSHIP TRAINING PROGRAM

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University of Georgia

Athens, Georgia 30601

February 1969

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION.	1
	Background for the initiation of the project. .	1
	Purpose of the project.	1
	Scope of the project.	3
	Phase I, Basic Understandings	3
	Phase II, Administration Institute.	4
	Phase III, Internship in Administration . . .	4
	Limitations of the project.	4
	Cooperative arrangements for conducting the project	5
	Academic credit	6
II.	PROCEDURE USED IN CONDUCTING THE PROJECT.	7
	Making preliminary plans.	7
	Staffing the project.	7
	Appointing and utilizing an Advisory Committee	7
	Selecting participants for the projects . . .	8
	Conducting Phase I - Basic Understandings . . .	9
	First session -- initiation of project. . . .	10
	Second session -- study of comprehensive vocational high school.	12

CHAPTER PAGE

Third session -- study of a total vocational education program. 14

Fourth session -- procedures in establishing and planning an area vocational-technical school facility 15

Fifth session -- a study of a state-supported technical-vocational school 17

Sixth session -- study of student personnel and curriculum design 20

Conducting Phase II -- Administration Institute 21

III. RESULTS OF THE PROGRAM

Self evaluation 25

Need for leadership training program. 26

Evidence that the program had affected administrative procedure. 26

Evidence that participants had learned useful administrative principles and practices . . 29

Recommendations for continuation or repetition of leadership training 31

Extenuating circumstances that affected the internship program. 32

Professional advancement of individual participants 33

CHAPTER PAGE

IV. CONCLUSIONS AND RECOMMENDATIONS. 36

Conclusions

What was accomplished. 36

Some shortcomings. 37

Recommendations. 38

BIBLIOGRAPHY 40

APPENDIX A 43

APPENDIX B 48

APPENDIX C 51

VOCATIONAL EDUCATION LEADERSHIP TRAINING PROGRAM

SUMMARY

The Vocational Education Leadership Training Program funded under Grant No. OEG 2-7-671403-0390 was conducted by the Trade and Industrial Education Department of the Division of Vocational Education, College of Education, University of Georgia, in cooperation with the State Department of Education of Georgia.

The activities of the program were held on the campus of the University of Georgia and at selected area vocational-technical schools in the state of Georgia. A total of 21 persons participated in the program representing area vocational-technical school directors, coordinators of post-secondary instruction and supervisors of area vocational high school programs.

Purpose

The purpose of the program was that of training qualified vocational educators for positions as directors or coordinators of secondary or post-secondary programs of vocational education.

The leadership training program was designed to prepare the trainees to administer vocational education programs for the following types of individuals:

(1) Vocational education for persons attending high school.

(2) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.

(3) Vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

(4) Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

Procedures

The 20-month training program was divided into three phases. Phase I began in November, 1966, and continued throughout the remainder of the academic year. Phase II was a three-week institute which was conducted on the campus of the University of Georgia during the summer session of 1967. Phase III was conducted as an internship during the academic year of 1967-68.

In the following paragraphs each of the phases, their function and the procedure used will be discussed.

Phase I, Basic Understandings

Phase I was concerned with the development of basic understandings of the over all responsibilities of an administrator of a comprehensive program of vocational education and some of the ways used by such administrators in administering vocational education programs. Specific programs of vocational education were visited and studied to provide basic understandings on the part of the participants of the various organizations, structures, and programs of vocational education to be found in Georgia. Lectures and discussion-group meetings were provided. These were handled by recognized professional leaders who were considered to be best able to handle the individual assignments.

Phase II, Administration Institute

Phase II consisted of a three-week institute which was held for the 20 trainees on the campus of the University of Georgia in the summer of 1967. The institute was designed to help the trainees (1) study somewhat in depth the various professional problems with which an administrator of voca-

tional education programs must cope; (2) examine the areas of vocational education supervision and administration in terms of operating philosophies; and (3) study administrative practices and principles as related to vocational education program organization, coordination of the instructional program, and personnel management.

Phase III, Internship in Administration

In Phase III, emphasis was placed upon the application of those ideas, concepts, principles, and practices dealt with in Phases I and II which were considered to be pertinent and valuable for the professional activities in which the participant was at that time engaged.

Conclusions and Recommendations

According to the self-evaluation report by the participants the program was successful. The objectives of the project were largely accomplished. Many encouraging statements were made by the participants and are included in the body of this report.

The accomplishments of the program may be stated as follows:

1. These 21 persons are now better able to handle leadership positions in vocational education because they have participated in the Leadership Training Program.

2. The trainees have a working knowledge of a comprehensive program of vocational education as a basis for planning local programs of vocational education.

3. The trainees have an understanding of the various administrative organizations and structures of vocational education programs in Georgia.

4. The trainees have a knowledge of the duties and responsibilities of a person in an administrative position in vocational education.

5. The trainees have an understanding of the various kinds of professional problems with which a person in an administrative position in vocational education must cope.

6. The trainees have a working knowledge of principles and practices as related to vocational education administration and have a knowledge of how to use these in on-going programs of vocational education.

Based upon the experiences connected with directing this program the directors would like to make the following recommendations to those who would conduct a similar program:

1. Limit the number of trainees in a given group to no more than 20.

2. Establish a set of criteria to be used in selecting the individuals to participate in the leadership training program and see that the criteria are closely followed in the selection of the participants.

3. Make certain that the trainees in the program have relatively homogeneous administrative responsibilities or that the professional responsibilities of the positions for which they are being trained are relatively homogeneous.

4. A program of leadership training for vocational education should be well staffed. It is recommended that at least the equivalent of one full-time person be assigned to such a training program. It is believed that one full-time person would be better than two half-time persons.

5. It is recommended that the program be planned to cover a two-year period. This would include the equivalent of Phases I, II, and III, with Phase I being extended to one full academic year.

6. The trainees for leadership training should not have to divide their interests between leadership training and some other program which would prevent their giving major consideration to leadership training.

7. Make certain that the trainees develop a philosophy of vocational education which would serve as a good base upon which to develop an intelligent and effective program of vocational education.

8. In Phase I, see that the trainees have the opportunity to visit outstanding out-of-state programs of vocational education which are different from anything that is

currently being offered in the state where the training is being provided.

9. At the end of Phases I and III provide at least a full week's conference for a review of the period's experiences, and for evaluation and its implication for further leadership endeavors.

10. It is recommended that state vocational education leaders give attention to the establishment of a continuing program for the development of a supply of available persons to fill vacancies in leadership positions in vocational education. This program would be concerned with the development of leadership personnel for programs at the local, institutional, and state levels.

CHAPTER I

INTRODUCTION

I. BACKGROUND FOR THE INITIATION OF THE PROJECT

The provision of effective leadership for local programs of vocational education has been a perennial problem for State and local school administrators. With the expansion of vocational education in the early 1960's, however, there was a most serious problem of staffing the administrative positions in the new schools that were being built and put into operation. For example, prior to 1960 there were only two vocational-technical schools in Georgia. Between 1960 and 1967, 23 area vocational-technical schools were built. Likewise, prior to 1965 there were only two vocational high schools in Georgia. Since that time, 18 were opened or had been approved. In 1967 two new positions, those of Industrial Coordinator and Coordinator of Adult Instruction, were added to the administrative personnel in the 23 area vocational-technical schools. This, too, intensified the already serious problem of providing effective administrative personnel for vocational education programs.

II. PURPOSE OF THE PROJECT

In the light of the critical shortage of trained administrative personnel, this innovative leadership training program was designed and instituted to meet the needs of vocational education in Georgia. The purpose of this program was that of training 20 qualified vocational educators for positions as directors or coordinators of secondary or post-secondary programs of vocational education.

The training program focused on providing educational experiences essential to administering total vocational education programs. Many qualified vocational educators in Georgia were known to be familiar only with those vocational programs which were currently being offered in their schools.

Some new vocational-technical schools were planning for vocational offerings not usually found in many vocational-technical schools. Therefore, the individuals responsible for the leadership training program felt that each of the 20 trainees should be led to understand all areas represented in the State's program of vocational education and the peculiar needs of each area. They also felt that each trainee should develop the kind of appreciation for every area that an administrator should have if he is to be effective in meeting the total vocational education needs of his school community.

The leadership training program was designed to prepare the 20 trainees to administer vocational education programs for the following types of individuals:

(1) Vocational education for persons attending high school.

(2) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.

(3) Vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

(4) Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

Therefore, the program was designed to prepare the trainees to administer vocational education programs for the above types of persons on secondary and/or post secondary school levels.

Those responsible for the training program felt that a good philosophy of vocational education is essential to a good program of vocational education. The training program was designed to help each trainee develop and/or reinforce a philosophy of vocational education. Such a philosophy would serve as a basic factor in his effective assumption

of leadership in vocational education planning and development.

The training program was planned to make it possible for the trainees to develop and/or reinforce their understanding of the following: vocational instruction and curriculum development, student personnel, organization and structure, and finance and business management. Persons in leadership positions in vocational education need not only a well developed understanding of these areas but the place and function of the administrator in dealing intelligently with problems in each of the areas in his school.

Not only was the training program designed to provide experiences which would help the trainees understand the various kinds of responsibilities which vocational education administrators must assume but also understand principles which have been found good in the assumption of such responsibilities.

Furthermore, supervised on-the-job experiences were to be provided whereby abilities in administration would be developed through conscious application of sound principles of administration. Outcomes would be evaluated to test the effectiveness of the means used in achieving the goals and to propose plans for future action in the given areas of activity.

III. SCOPE OF THE PROJECT

This training program was organized into three separate but interrelated aspects known as Phase I, Phase II, and Phase III. In the following paragraphs, each of these phases and their functions will be discussed.

Phase I, Basic Understandings

Phase I was concerned with the development of basic understandings of the over-all responsibilities of an administrator of a comprehensive program of vocational education and some of the ways used by such administrators in administering vocational education programs. Specific programs of vocational education were visited and studied to provide basic understandings on the part of the 20 participants of

the various organizations, structures, and programs of vocational education to be found in Georgia. Lectures and discussion-group meetings were provided. These were handled by recognized professional leaders who were considered to be best able to handle the individual assignments.

Phase II, Administration Institute

Phase II consisted of a three-week institute which was held for the 20 trainees on the campus of the University of Georgia in the summer of 1967. The institute was designed to help the trainees (1) study somewhat in depth the various professional problems with which an administrator of vocational education programs must cope; (2) examine the areas of vocational education supervision and administration in terms of operating philosophies; and (3) study administrative practices and principles as related to vocational education program organization, coordination of the instructional program, and personnel management.

Phase III, Internship in Administration

In Phase III, emphasis was placed upon the application of those ideas, concepts, principles, and practices dealt with in Phases I and II which were considered to be pertinent and valuable for the professional activities in which the participant was at that time engaged.

IV. LIMITATIONS OF THE PROJECT

The leadership training program was limited in several ways: in the number of trainees, the amount of staff time which could be devoted to the project, the duration and intensity of the training activities, and the geographical boundaries of vocational programs studied in the project.

The project was purposely limited to 20 trainees. This was done in order to provide sufficient attention to the individual participants as members of one group and, at the same time, to furnish a group large enough to provide opportunity to draw valid conclusions regarding various aspects of the training program.

Two staff persons assumed primary responsibility for the program, one as director and another as co-director,

hereafter to be known as the directors. These persons were not the originators of the project and were not originally scheduled to participate in it. After the originator of the project, for reasons beyond his control, discovered just a few weeks before it was to begin that he was unable to participate in it, the two directors were assigned the project as a part of workload which was already full for both men. The project's direction, therefore, was not a full-time professional activity on the part of the directors. Furthermore, not having access to the counsel of the original director, it was not always possible to carry out, in every detail, the original plan.

Early in the program the directors, by conferring with personnel in the Bureau of Field Services, learned that certain facets of the plan for program evaluation were not feasible. No pretests and post-tests were known to be available to serve the purpose of program evaluation in administration. Control groups were not feasible. Changes in administrative personnel immediately above many of the trainees made subjective value judgements of such personnel inexpedient. The appraisal of the students and staff personnel, the Miller Analogies Test (School Administration), and the Tennessee Rating Guide were utilized.

The duration and intensity of the training activities were limited. The overall training period was from November, 1966, through June 30, 1968, a period of almost 20 months. Only for a three-week workshop in August, 1967, was full-time participation required of the trainees. The program during the remainder of the time was not intensive and did not demand the full time of the participants.

The training activities were limited to the geographic boundaries of Georgia. Consultants and a workshop staff person, however, were brought in from outside the State. Direct observation and study of vocational education programs and administrative organization and structure of vocational education programs were limited to those to be found in Georgia.

V. COOPERATIVE ARRANGEMENTS FOR CONDUCTING THE PROJECT

The project was conducted with the full cooperation of the University of Georgia, College of Education, and the

State Department of Education, Division of Vocational Education. Two of Georgia's larger public school systems cooperated by serving as host to a meeting of the participants and by permitting a rather thorough study of their vocational education programs and their administrative organization for the operation of such programs. These systems included the Chatham County School System and the Muscogee County School System. The North Georgia Technical-Vocational School and the Gainesville Vocational-Technical School as examples of State and area schools, respectively, cooperated by permitting the participants to make a systematic study of their vocational education offerings and their administrative structure and organization.

VI. ACADEMIC CREDIT

Participants who enrolled in this Leadership Training Program were permitted to register at the University of Georgia for college credit on a voluntary basis. Successful completion of the entire program provided credit for 20 quarter hours. Phases I, II, and III carried ten, five, and five quarter hours, respectively. All participants registered for and received credit. Admission to the Graduate School or pursuit of a degree was not required of the participants in this program.

CHAPTER II

PROCEDURE USED IN CONDUCTING THE PROJECT

I. MAKING PRELIMINARY PLANS

Staffing the Project

The original director of the Vocational Education Leadership Training Program was Dr. H. T. Lester, Jr., Research Specialist in Vocational Education. He prepared the proposal for the project and served as director through the preliminary planning stage of the project.

Prior to its actual initiation, the project was reassigned to Mr. A. B. Racster, Instructor in Trade and Industrial Education and Dr. R. H. Tolbert, Chairman of the Division of Vocational Education and Professor of Agricultural Education. These two men served as co-directors throughout the remainder of the project.

Appointing and Utilizing an Advisory Committee

Immediately after the proposal was approved, an advisory committee was appointed by Mr. George W. Mulling, State Director of Vocational Education in the State Department of Education to serve with Dr. Lester in planning and conducting the project. The advisory committee consisted of the following persons from the State Department of Education: Mr. George W. Mulling, State Director, Vocational Education; Dr. Gene Bottoms, Associate Director of Vocational Education; Mr. W. M. Hicks, Supervisor of Trade and Industrial Education; Mr. Ed. L. Word, Coordinator of Area Vocational High Schools; and Mr. Horace P. Odom, Director of South Georgia Technical-Vocational School. The following persons served on the committee from the University of Georgia: Dr. George L. O'Kelley, Jr., Professor of Agricultural Education; Dr. Karl Doss, Head of the Department of Trade and Industrial Education; and Dr. Aleene Cross, Head of the Department of Home Economics Education.

During the spring of 1966, monthly meetings of the advisory committee were held to plan some of the details of the

project. During this period plans were proposed for the project, criteria were outlined for use in selecting the participants for the project, professional personnel were suggested to provide the instruction, a tentative schedule was established, and a subcommittee was named to select the project participants.

Selecting Participants for the Project

The following criteria were used in selecting the candidates for participation in the Leadership Training Program:

1. The individual is qualified in one or more areas as a vocational educator.

2. The individual has had a minimum of three years of successful experience as a vocational teacher or as a coordinator of vocational education.

3. The individual holds a bachelor's degree from a four-year college or university.

4. The individual is currently holding an administrative position in either a secondary or post-secondary school of vocational education.

A subcommittee consisting of Dr. Karl Doss, Mr. W. M. Hicks, and Mr. Ed. L. Word was assigned the responsibility of providing a list of prospective candidates to be included in the Leadership Training Program. Dr. H. T. Lester, Jr. and Mr. George W. Mulling then sent a letter to the prospective candidates in which the project was explained, and those interested were requested to return certain data to Dr. Lester not later than June 6, 1966. A copy of the Letter is included in Appendix A of this report.

A total of 21 candidates expressed a definite interest in the Leadership Training Program. The decision was then made to permit a total of 21 persons to participate, with one being classified as an alternate. The alternate would not draw any funds from the project as long as he was so classified. This decision was made in the light of the possibility that one or more might have to drop out before the completion of the training period. Incidentally, only 19 completed the project. In Appendix B, the names of the participants and certain pertinent data about each of them can be found.

At the beginning of the training program, seven of the participants were directors of vocational-technical schools, nine were coordinators of post-secondary instruction in such schools, and five were local supervisors of vocational education in comprehensive high schools. The alternate was the director of a vocational-technical school.

The remainder of this chapter will be devoted to a report of the procedure for conducting the project organized around the three phases of the project as explained in Chapter I.

II. CONDUCTING PHASE I - BASIC UNDERSTANDINGS

This phase of the leadership program was structured to give the participants an opportunity to study total vocational education. A series of two-day monthly meetings was held for the remaining eight months of the school year, 1966-67. These meetings were held at different locations over the state of Georgia, to provide the participants an opportunity to see the different phases of vocational education in operation.

The following objectives or goals were foremost in the minds of the advisory committee when this phase of the program was developed.

1. Understanding the various patterns of vocational schools (high school and post-high school) with particular emphasis on the administration of the schools.

2. Understanding the purpose and objectives of vocational education and their relationship to the purpose and objectives of a total program of education.

3. Understanding the various aspects of a total state program of vocational education, the needs and how these needs are met. The state program provides for the needs of health occupations, agriculture and agriculturally related occupations, distributive education, trades and industry, office occupations, home economics and the technical occupations.

4. Understanding the procedures used in planning and providing facilities for vocational education programs.

5. Understanding Georgia's plan for guidance services for vocational technical schools.

6. Understanding some of the principles of curriculum planning and development and the administrator's function in the process.

The focus of each of the monthly meetings emphasized one or more of the above general objectives. Special programs were planned for the participants. Basic instruction was provided by the vocational education staff and other selected faculty members of the College of Education, University of Georgia. In addition, qualified personnel from related State and federal agencies provided basic instruction.

First Session -- Initiation of Project

The first session of Phase I was held on the University of Georgia campus in November.

At this time, the participants participated in two testing programs. The first of these was the Tennessee Rating Guide. The second was the Miller Analogies Test (School Administration).

The Tennessee Rating Guide was administered to the participants for the purpose of defining those characteristics of a school administrator which they felt that they themselves then possessed and the competencies which they thought were important to a school administrator.

The Miller Analogies Test was administered to the participants to define some of their academic competencies in pursuing advanced studies.

It was expected that many of the participants of this program would at a later date decide that it would be to their advantage to pursue an advanced degree in vocational education.

To provide the participants with a knowledge outlined in the objectives for Phase I of this program, guest speakers

were asked to present papers. The speakers and their topics were:

Mr. H. E. Register, Georgia Department of Labor, "State Manpower Needs."

Dr. Robert Childers, Department of Health, Education, and Welfare, "The Need for Vocational Education -- Today & Tomorrow."

Mr. R. E. Bodenhamer, Associate State Director of Vocational Education, "The Need for Administrative Leaders in Vocational Education."

Dr. Lee Sprowles, Professor of Education, University of Georgia, "Objectives of Today's and Tomorrow's Schools."

Dr. Thomas H. Quigley, Director Emeritus of Industrial Education, Georgia Institute of Technology, "History and Objectives of Vocational Education."

Dr. Merrit C. Oelke, Professor of Education, Guidance Department, University of Georgia, "Interpretation of Testing Programs."

At the conclusion of the session, the participants were asked to design an instrument that could be used to study administrative problems and practices. This instrument would serve as a guide for the study of administrative problems and practices during the forthcoming visits to specific schools and school systems. It was determined that ten areas should be included in this instrument for the study of administration. They were as follows:

1. Definitions and objectives of vocational-technical education.

2. Site, building facilities, and equipment for vocational programs.

3. Advisory committees -- general and craft.

4. Selection and staffing, administrative personnel, non-instructional personnel, and instructional personnel.

5. Student selection and services.

6. Financial controls and budget systems.

7. Design and initiation of instructional curricula.

8. Publicity and public relations.

9. Institutional policies and regulations.

10. Federal laws and regulations controlling vocational education.

To carry out this assignment the participants were divided into teams. Each team was instructed to work together between that session and the next to develop a rough draft of its findings to be presented at the next session.

Second Session -- Study of Comprehensive Vocational High School

Georgia in recent years has started a program of comprehensive vocational high schools throughout the State. These schools are designed to serve a specific area, either a single administrative school system or a total city and county school system. The purpose of the comprehensive high school is to offer vocational education to those students not desiring a college preparatory curriculum. The Richard Arnold Vocational High School in Savannah, Georgia, is such a school. In this particular school the students come from all over Chatham County. Here, they receive their vocational training as well as the academic subjects leading to the high school diploma. It was this system's peculiar organization that led to the selection of this center for this session of the Vocational Education Leadership Training Program.

During this two-day session the participants in the Vocational Education Leadership Training Program were given the opportunity to visit the Richard Arnold Vocational High School and study its program and organization and participate in a panel discussion of "Administration of Vocational Programs in a Vocational High School."

The panelists for this discussion included the superintendent of the Chatham County School Systems and two of his assistant superintendents, and the principal, assistant principal and guidance counselor of the Richard Arnold Vocational High School.

During this session, the participants were given an opportunity to discuss with the panel the problems that confronted the superintendent and his assistants in establishing the Richard Arnold Vocational High School; determining the vocational needs of the school population of Chatham County, selecting a proper location and site for a vocational high school that would serve a county-wide system, financing the program, providing buildings, selecting a staff, and other problems that had not been experienced in other school systems within the State of Georgia. The administrative staff of Richard Arnold High School provided the participants with important ideas and concepts on organizing and administering a vocational high school. The information and knowledge concerning this type of program presented by the panelists evoked a lengthy discussion among the participants of the program.

In addition to the above experiences in this two-day session, Dr. George L. O'Kelley, Jr., Professor of Agricultural Education, University of Georgia, discussed with the participants, "Vocational Agriculture Education." In this discussion Dr. O'Kelley presented the changing patterns of Agricultural Education in Georgia. This included a presentation of the on-farm and the off-farm occupational opportunities in agriculture. It was pointed out in his presentation that there is a greater trend toward scientific development in the field of agriculture and the need for specialists and specialized training in certain aspects of the various types of farming that are now prevalent within the State. He pointed out the necessities for special training in the fields of animal feeding and care, the production and processing of food, the treatment of soils with fertilizers, and the carrying out of a program for administering pesticides and insecticides in the control of weeds and plant diseases in the production of field crops. This discussion brought to the minds of the participants the need for establishing some non-farm type agricultural programs in vocational schools.

Another discussion in this session was led by Mr. A. B. Racster of the Department of Trade and Industrial Education, University of Georgia. In this discussion, the establishment and function of advisory committees in vocational education were emphasized.

At the conclusion of this two-day meeting, the instrument for the study of administrative problems and practices

which had been prepared by the participants was evaluated in the light of its use in the study of the vocational education program of Chatham County. The decision was made that the committees would make certain changes in the instrument before a final draft was done.

Third Session -- Study of a Total Vocational Education Program

The Muscogee County School System at Columbus, Georgia, was selected for the location of the third session. This school system has some of the oldest continuously operating vocational education programs within the State of Georgia. It also offers the greatest variety of types of vocational programs within the state. The participants had an opportunity to observe all of these programs in operation.

During this session the participants visited and studied the adult education center, the Jordan Vocational High School, the in-plant vocational classes conducted in conjunction with a textile mill for operating employees, a Manpower Training Center and the area vocational-technical school.

These experiences gave the participants an opportunity to see first-hand how these programs were organized, how they were conducted in the various environments, and how they were administered by a local director of vocational education.

Following the visitation to the various types of vocational educational programs, a panel discussion was conducted for the benefit of the participants on which was the chairman of the Board of Education of Muscogee County, the superintendent, the treasurer, and the director of vocational education. The topic of the discussion was "Administering Vocational Education Programs in Muscogee County."

This discussion brought before the participants many questions concerning the organization and administration of many different vocational education programs in a large school system. The panel emphasized the importance of having well organized and active advisory committees, as well as strong industrial support, in carrying out such an organized program of vocational education. The panel was unanimous in the judgment that this type of support had made it

possible for the school administration to carry on a strong and well functioning program for many years.

The treasurer of the Muscogee County schools presented a discussion of "Budget and Finance of Vocational Programs." He pointed out that for a large school system to function well with the many programs in existence, a sound finance program must be established. He emphasized the need for a budgetary system in local vocational education programs. Each class in a textile mill and each large organized area vocational-technical school should be set up with a special budget, and proper financial records should be kept. A procedure for carrying out this type of responsibility was outlined and several forms used by the Muscogee County School System were presented as being representative of the type system that could be implemented in their own schools.

In the evening of the first day of this session, the participants were invited to the Columbus Area Vocational-Technical School to visit the facilities and observe advisory committee meetings in session. Mr. Perry Gordy, the director of the Columbus Area Vocational-Technical School, and a member of the trainee group invited the participants to observe his general advisory committee meeting in its regular monthly session. Later three craft committees, representing three different occupations, met simultaneously in separate rooms. The participants of the leadership program were given an opportunity to move from one craft committee meeting to another to observe the various techniques, the type of topics being discussed, and in general the methods in which a craft committee functions for the betterment of the total vocational education program.

Fourth Session -- Procedures in Establishing and Planning an Area Vocational-Technical School Facility

The site for this session was the Lanier Vocational-Technical School, Gainesville, Georgia. This facility, being one of the latest schools to be built, contains many unique innovations in its construction which made it a good object for study by the participants of the leadership training program. One of the objectives of the visit to this facility was not only to study an area vocational-technical school but to study the organization of a total community that had been utilized in planning and establishing an area vocational-technical school. At this meeting two panel discussions were

held. The first panel dealt with "Procedure for Planning Area School Facilities." The chief panelist was the chairman of the task force established by the City of Gainesville and Hall County for planning the Lanier Vocational-Technical School. Assisting him on the panel was the chairman of the Board of Education Advisory Committee of the Lanier Vocational-Technical School.

The second panel discussion was on "Constructing Area School Facilities." This panel consisted of the architect, a chairman of the general advisory committee and the contractor for the building facilities.

Many problems faced by the Task Force were brought before the participants of the leadership training program. The importance of involving all organized groups in the community was emphasized. Such groups in this situation organized and worked together in conducting surveys for long-range planning, and looked at the total educational development of this section of Northeast Georgia. Other important considerations recommended by the panel were those of selecting a good architect, selecting the proper site, and selecting a strong general advisory committee.

Following these discussions a tour of the school shops was conducted by Mr. Racster. The purpose of this tour was to lead the participants to understand the importance of shop planning in the construction of buildings to house programs of vocational-technical education. This tour gave the participants an opportunity to see examples of good laboratory planning and to understand how placing equipment in proper position enables the instructor to carry on instruction more efficiently, effectively, and safely.

This session at Lanier Vocational-Technical School also provided an opportunity for the participants of the leadership program to study the importance of school shop safety and teacher liability. This discussion was conducted by Dr. Harold Gentry, Associate Professor of School Administration, University of Georgia. He presented the essentials of "School Law and Teacher Liability." He discussed the responsibility of the school administrator and of the teacher for preventing school shop accidents. He also dealt with liability of teachers and administrators in school accidents. Many provisions of the school law were discussed as they relate to the operation of a vocational-technical school within the

state of Georgia. This session was considered to be one of the most vital and important sessions for the participants.

To continue to bring before the participants of the leadership training program information concerning the total vocational educational offering in the state of Georgia, two more discussion panels were presented. One panel discussed distributive education and the other discussed health occupation training.

Mr. H. R. Cheshire, Instructor in Distributive Education, University of Georgia, a local supervisor of distributive education, and two teachers of distributive education handled the discussion on distributive education. They brought information on how this program operates at the secondary school level, in the area vocational-technical school, and at the junior college level. Information was provided on how the participants could organize and establish adult distributive education in the area vocational-technical school.

The health occupation training panel consisted of the State Consultant of Health Occupational Training and a teacher engaged in teaching health occupations within the state. The urgency and the need for establishing programs in all phases of health occupation training was emphasized. Many of the participants of the leadership program had not known how programs in health occupations were administered and conducted.

Fifth Session -- A Study of a State-Supported Technical-Vocational School

The State of Georgia, for over twenty years, has operated two technical-vocational schools. One of these is located in the southern part of the state of Americus, Georgia. The other is located in Northeast Georgia at Clarkesville. These two schools differ from the area vocational-technical schools in that the two state schools are operated by the State Board of Education. The area vocational-technical schools are administered through the local school system superintendent. Therefore, there is a difference in the administration and supervision, as well as in financing the two technical-vocational schools. It was felt that the participants of the leadership training program should become familiar with this type of operation.

The North Georgia Technical-Vocational School was selected for this meeting of the leadership training program. Having been founded in 1943 and having been operated ever since by the State of Georgia, the school provided the participants of the leadership training program an opportunity to study in depth the administrative organization of this institution and see how differently this state technical-vocational school was administered as compared to the area vocational-technical schools.

As a base for this study, a panel discussion was conducted by Mr. H. O. Carlton, Director of the North Georgia Technical-Vocational School, with the assistance of his administrative staff.

Following the discussion the participants were taken on a tour of the campus, which consists of many buildings. The participants were encouraged to talk with the department heads of the various occupational areas. They were to learn how each department was set up and administered, how supplies and equipment were provided, how inventory was maintained, how each department operated, and to whom the department heads reported.

In addition to the study of the school and its administrative organization, four additional studies were made at this session to complete the study of all phases of vocational education. These were diversified cooperative training, special federal programs, home economics, and industrial arts.

The first presentation was given by Mr. Mark L. Davis, State Supervisor of Cooperative Training Programs, State Department of Education. He discussed "Diversified Cooperative Training." This program being operated in the secondary schools throughout the state was not familiar to many of the participants whose experiences, for the most part, had been in post-secondary programs in area vocational-technical schools. This discussion evoked many questions from the participants regarding possible coordination of this program at the high school level with its counterpart at the post-secondary level. They felt that these two programs could complement each other in the further training of students for employment in industries throughtout the state.

The second presentation was made by Mr. L. E. Nichols, State Supervisor of federally aided programs. He was assisted

by the assistant state supervisors on his staff. They reported on "Special Federal Programs." This discussion centered around the Manpower Development and Training programs that had been established in many locations throughout the State. Some of the participants in the leadership program had had little opportunity to become familiar with the provisions and the operating procedures of these programs. This was vital information to the participants since in the coming year many of the special federal programs would come under the local administration of the area vocational-technical schools.

The third presentation was given by Dr. Aleene Cross, Head of the Department of Home Economics Education, University of Georgia. She discussed "Home Economics Programs in Georgia High Schools and Adult Programs." Dr. Cross explained the operation of home economics programs leading to employment and how these programs could be implemented and operated within the area school system. This was of particular interest to the participants since many of them had been contacted by leaders in their local communities to establish some type of training in this area.

The fourth presentation of this meeting was given by Mr. Sammy Powell, Assistant State Supervisor of Industrial Arts, State Department of Education. Mr. Powell discussed "The Industrial Arts Program in the Georgia Secondary School System." The Industrial Arts Program is designed for grades: kindergarten through nine (9) and from nine (9) through (12) in secondary school systems. It was pointed out that a strong industrial arts program established in the secondary schools would be a great asset for pre-training of those students who would be seeking entrance into the area vocational-technical school's occupational area.

This session concluded the planned study of each phase of vocational education then being conducted within the state of Georgia. The participants had an opportunity to look at all of these programs and to study somewhat in depth their organization and administration. They also had an opportunity to hear these programs discussed by pertinent staff members of the State Department of Education or of the University of Georgia and by those people who were directly responsible for administrating these programs at the local level.

Sixth Session -- Study of Student Personnel and Curriculum Design

This session was designed to bring before the participants of the leadership program two main responsibilities of administration in area-vocational schools: curriculum design and the role of the student personnel service director.

Dr. Richard E. Hageneyer, President, Central Piedmont Community College, Charlotte, North Carolina, conducted a discussion on "Curriculum Design in Area Vocational-Technical Schools." Dr. Hageneyer presented an in-depth explanation of the organization of vocational-technical curricula within the community college system of North Carolina. He also pointed out the importance of curriculum design in order to meet the occupational needs of the industries in the community and the people within the community that need the training to fill the jobs offered by these industries.

For the other discussion, Dr. Gene Bottoms, Associate Director of Leadership Services, Vocational Education Division, State Department of Education, conducted a discussion on "The Role of the Student Personnel Service Director in the Area Vocational-Technical School." During the past few years Georgia has taken a lead in developing the position of a student personnel services director for vocational-technical schools. It was pointed out that this person has a vital role in the recruitment and selection of students who wish to enroll in the State's area vocational-technical schools. Dr. Bottoms described the relationships between the director of student personnel services and the rest of the school administrative staff. This gave an insight on how the participants could best organize their administrative staff to get the most effective results from their personnel services director.

The co-directors of the Leadership Program concluded this session with a discussion of the application of the ideas, concepts, principles and practices learned during Phase I of the program. The discussion was centered around those ideas, concepts, principles and practices learned in Phase I that had been or could be most beneficial in their local schools.

III. CONDUCTING PHASE II -- ADMINISTRATION INSTITUTE

This phase of the program consisted of a three-week institute conducted on the campus of the University of Georgia. The institute was conducted by Mr. Floyd P. Gehres, Assistant Director of Adult Vocational Education, Dade County, Florida. He was assisted by special consultants as follows:

Mr. George W. Mulling, State Director, Vocational Education; Mr. W. M. Hicks, State Supervisor of Trade and Industrial Education; Mr. Jarrott Lindsey, Jr., Director, Publicational and Informational Service, State Department of Education; and Mr. Heil Page, Personnel Assistant, Labor Relations, Lockheed Aircraft Corporation, Marietta, Georgia.

The institute's objectives were as follows:

1. To study a variety of problems with which vocational administrators must cope in curriculum building, staffing, program development operating and financing vocational programs.

2. To examine the areas of vocational education supervision and administration in terms of operating philosophies.

3. To study administrative practices and principles as related to vocational program organization, co-ordination of the instructional program and personnel management.

During the institute the participants were guided through an extensive study of the legislative acts affecting vocational education. Bulletin - I "Administration of Vocational Education - Rules and Regulations," was used extensively during this program. Other books, pamphlets, articles were used to augment current materials and references.

The participants were divided into committees for an in-depth study of (1) leadership, (2) personnel management, (3) supervision of instruction, (4) managerial and operation responsibilities, and (5) public relations. These studies and their findings created in the minds of the participants a need for an administrator's handbook. The five committees then assumed the responsibility of preparing the five sections of the handbook, collectively assembling the book and dupli-

cating copies for discussion and evaluation.

The committee assignments may be found in Appendix C.

The individual participants in the institute were provided a total of 78 hours of group instruction. In addition, at least 30 hours were devoted to committee activity by each participant to complete the committee projects which grew out of the institute development.

IV. CONDUCTING PHASE III -- INTERNSHIP IN ADMINISTRATION

The purpose of this phase of leadership program was to bring together into one year's professional experience an application of what was learned in Phases I and II. Emphasis was placed upon the application of the ideas, concepts, principles and practices dealth with in Phase I and II which were considered to be pertinent and valuable for the professional activities in which the participant was engaged.

Early in Phase III, a program of work was planned. This program of work encompassed the following:

1. Goals for selected strategic professional activities or areas of responsibility.

2. Ways and means to be utilized in achieving the goals. In choosing ways and means special attention was given to what had been learned in Phase I and II.

3. Proposed target dates for ultimate completion of the activities (where pertinent or applicable) were established for each of the goals to be achieved.

The programs of work were submitted to the co-directors for evaluation and approval early in this phase of the program. The participants were asked to set up a file on each area of responsibility. This would help them be systematic in keeping information relating to these various activities during the year. These files were to be subject to examination by the co-directors at any time during the year. It

was important that the co-directors of this program keep in close contact with the participants as they became more and more involved in their activities. There were times when reassessment had to be made regarding some of the ways and means as well as target dates for achieving these goals, particularly as new and unforseen activities became a part of their administrative operations during the year. It might be noted here that many of the participants received promotions or job changes within the system during the year. These changes made necessary the establishment of new goals or objectives. Generally, those people found that they were able to apply the pertinent facts and knowledges learned in Phase I and II in making their transition to new positions.

During the year, the co-directors of the program made frequent visits to each participant to observe and counsel with him on the progress that he was making with his internship program. At this time, the files were inspected. His achievements were critiqued and evaluated for the purpose of promoting professional growth.

A group meeting of the participants was held during the year for the purpose of reviewing progress, sharing and broadening experiences, and making plans for further development of the program. At this time, each participant was asked to present in detail the pertinent facts relating to the achievement of the goals that he had set and what the outcome had been. This proved to be helpful in that each participant received many suggestions and ideas from other members of the group in ways and means of continuing the development of his program.

During the last few weeks of the year the co-directors of the program again visited each of the participants at their base of activity. This was conducted for the purpose of making last-minute plans and evaluating the program in advance of the final report.

Each participant was required to submit to the co-directors a final report of their internship activities. The final report was patterned after the following suggested outline:

1. A Brief Discussion of My Professional Background

2. A Descriptive Analysis of My Current Professional Responsibilities

3. The Major Principles and Practices Affecting My Internship Experiences

4. Procedures Used in Planning and Developing My Internship Program

5. Outcomes or Achievements in My Internship in Terms of My Original Goals

6. An Evaluation of My Program This Year

7. Conclusions and Recommendations

Each of the participants filed a report on the internship phase of this program. These reports are on file in the office of the Trade and Industrial Education Department, University of Georgia.

CHAPTER III

RESULTS OF THE PROGRAM

In this chapter the results of the program will be measured in terms of a self-evaluation on the part of the participants and in terms of the professional advancement of the individual participants.

I. SELF EVALUATION

As stated in Chapter II, early in the internship phase of the project a program of work was planned by each intern. The program of work consisted of setting up certain specific and strategic activities in the administrative responsibilities of the individual participant. These activities were tailor-made and varied among the individuals involved. Goals, ways and means for achieving the individual goals, and a completion date for achieving the goals were planned for each activity.

Following the last visit of a director, the trainee prepared a final report on his internship. The suggested outline of this report was given in Chapter II.

From the final reports were gleaned statements which tended to indicate the effect of the Program, learnings which indicated an approved and systematic approach to administrative problem solution, evaluative statements and conclusions regarding the internship experience, and their recommendations regarding the program or its improvement. In lifting these statements from the reports, a positive effort was made not to take them out of context.

The statements used in this portion of the report have been organized into six homogeneous groups which will be identified as follows:

1. Need for a Leadership Training Program

2. Evidence That The Program Had Affected the Administrative Procedure of Participants

3. Evidence That Participants Had Learned Useful Administrative Principles and Practices

4. Recommendations for Extension or Repetition of Leadership Training

5. Extenuating Circumstances That Affected the Internship Program

6. Recommendations for Improvement of Program

Need for Leadership Training Program

The following statements reflect a felt need for leadership training in vocational education on the part of at least two trainees:

> Due to the fast pace of establishing 21 area vocational-technical schools in six years the leaders of these schools have not had sufficient time for training, nor did they have much direction in coping with the needs and demands of the students and the needs of business and industry.

> The overall lack of indoctrination of the group to all areas of vocational education in the state and nation is appalling. Apparently few people in vocational education have a good knowledge of our whole vocational complex of varied programs.

Evidence That the Program Had Affected Administrative Procedure

A large percentage of the reports indicated that the program had played some role in guiding administrative procedure. The following were some of these statements:

> I feel that the internship program assisted me in establishing goals and accomplishing those goals in an organized manner. Although I was not able to accomplish all of my goals due to unforeseen activities during the year, I believe the goals that were accomplished will be of great assistance to my staff and me during future school years.

I am fortunate to have been a part of the leadership program through Phase I, II and III. I have a better insight into my role as school director and my responsibilities. I hope that I will be able to participate in future programs of similar nature.

My ability as a supervisor has improved as a result of being involved in the Leadership Training Program.

I have been especially influenced by the practice of pre-determining some courses of action in a task sc[illegible]tion and assigning an approximate completion date. The principle of assigning priorities based on needs has also been a great influence on my internship program.

The progress that I have made during this year of internship has been due to planning, scheduling, delegating responsibility and working cooperatively with those who actually do the work. I have been able to complete all phases of my planned program, some to a greater degree than others.

My internship program provided an opportunity to develop a project to serve a specific need in the occupation of which I am closely associated. This enabled me to bring together a procedure, to coordinate this procedure with various members of the school staff, to identify problems which have not previously been exposed and to effect solutions difficulties which had previously been obscure.

Overall, I think my involvement in the internship aspect of this program has made me cognizant of some areas that needed strengthening. The program did help me to accomplish some goals that I had set up originally, those of getting more people on my staff involved in greater responsibilities. This is the one thing I believe I have been most successful in doing.

I am sure that our instructional program has been improved this year as a result of our work in this internship program. Our teachers appear

more confident as they teach their classes and the students are better organized in carrying out their daily tasks. Student interest, class participation and attitudes have improved a great deal from last year. I feel that out instructional program will be even better next year as a result of this work.

The Vocational Leadership Program, concluded in the internship phase, has been a valuable asset to my work in vocational education.

I believe that I struggled with every major principle involving leadership during the past school year although I am not sure if my reactions were correct. The major principles which I have carefully concerned myself with though were those concerned directly with functional capabilities. Specifically, these were accepting responsibility for a project and seeing it through to the end; staying open-minded to all facets to a problem, not becoming too sensitive nor insensitive; and making decisions that are as fair and equitable as possible to all persons concerned keeping the impact of my decisions on the total school operation foremost in my mind; demonstrating and encouraging loyalty to the organization at all times, especially when it may not be popular to be loyal; recognizing achievement of staff members; and being a good listener to those who need an ear.

In summarizing the results of the internship as well as the activities experienced during the entire two years, I believe one sentence will suffice. If I were afforded the opportunity for advanced study and work experience in a similar program, I would not hesitate to enroll.

I personnally feel that I accomplished in the two years that which, in some cases, would have taken a life-time to accomplish. In some realms of vocational education in the past, some would never get the broad scope of knowledge and information that was divulged to us.

I could not have coped with many of these administrative challenges and problems with as much success if I had not taken this Leadership Training and gained these experiences.

My internship experiences were most beneficial. This school is the only one in occupational education in which I have had experience. I had a brief tour of teaching experience previously and had a six-year tour of experience in industry. However, the program here was the only operation of which I was thoroughly familiar. Therefore, the experiences acquired through the internship and this total leadership training program have been of tremendous value in my current professional responsibilities.

Programs such as I have completed are designed to give direction to persons entering administrative or sub-administrative positions. This program has done such in my case. I conclude, therefore, that it has been most helpful. My recommendation is that all persons, entering positions similar to the one I now hold, be required to complete a program of training similar to the program in reference.

Following this proposed outline has made these areas of my work easier and has given me some valuable experience in organizing and planning that I hope to apply to other phases of my work in the future.

Evidence That Participants Had Learned Useful Administrative Principles and Practices

In reviewing the reports, there was evidence that many of the participants had learned new things about administration and about how to deal with certain kinds of problems of administration. Selected statements are listed below which tend to confirm this belief.

> The experience of setting up a time schedule for myself and the staff and processing an activity to meet that schedule was a learning experience that meant much to me.

I have learned to exercise self-control in all my dealings with my instructors and other staff members. Also, I have come to realize that the best method in decision making is to make the decision when it confronts you and not to put off or avoid making necessary decisions, as the problems are usually compounded by delaying action.

The process of promoting a worthwhile project and acquiring the support and cooperation of an entire staff and a group of industrial people in following the program to completion was a very important professional experience.

I have learned to use initiative in solving problems. In dealing with my instructors, I have learned to let them know how they stand in respect to the factors that determine their progress on the job.

This year's work has been more profitable and meaningful due to the fact that certain goals were set up at the beginning of the year and a planned program for achieving these goals was worked out in advance with specified dates for completing each phase. This has served as a reminder and helped to keep me on a schedule which made it possible to complete more than would have otherwise been possible without these definite target goals.

The contacts made and the experiences that I have encountered as a participant in the leadership program have been most valuable to me. I am sure if I continue to use the information gathered during this study that it will prove to be helpful to me on my job in the future.

I feel that this project and the opportunity to participate in the overall leadership program have been most beneficial to me personally.

A pleasing educational experience was that of applying to an actual school situation a pilot instrument on which I assisted in its development. This provided an opportunity to evaluate predictions and also the experience of benefitting vocational education through a developmental process.

Recommendations for Continuation or Repetition of Leadership Training

As the reports were studied, there was found to be a recurring recommendation that a similar type program be continued to provide adequate training for those persons responsible for administering local programs of vocational education. This was considered to be indicative of the value these participants placed upon this Leadership Training Program.

The recommendations of the participants were as follows:

> In concluding this report I must stress emphatically the importance of continued effort in all of the areas that were covered in this leadership program. This is certainly the backbone of good school administration.
>
> The systematic method by which the internship was conducted should be carried over to other areas by all persons involved. This method provides for recognizing an area to improve; provides for systematic planning to improve that area and provides for evaluation of all work to improve the area in question.
>
> This leadership intern program should be an annual program to more and more prospective directors and prospective state administrative personnel.
>
> As a recommendation may I suggest a committee made up of the teacher training staff, state staff and members of the first Leadership Course to be selected at once. They must carry on and re-evaluate the program just completed and begin anew with another group of prospective leaders.
>
> This program or one of similar nature, should be continued.
>
> My main recommendation would be one of searching for and acquiring future projects of the same nature. When one realized the vast growth and development which has been made in a short period of time in the

total vocational-technical education program in Georgia and in the nation, it is quickly realized that all levels of school operation are in need of trained personnel. From all appearances, this growth and development will continue and possibly even accelerate. Therefore, I strongly recommend the implementation of other similar leadership development programs.

I would recommend that programs of this nature continue if at all possible.

I recommend that the format of the Leadership program be made available to all administrators of area vocational and technical schools as a valuable instrument in helping to plan for a quality school program.

I very strongly recommend that this procedure be instigated in all vocational-technical schools as a procedure to be used to improve existing programs.

The opportunity for all supervisors to participate in a program like this one would, I feel, be helpful in developing a better coordinated plan of supervision for our state-wide program of area schools.

I recommend that this type of program be continued with young educators across the state.

I recommend that what has been accomplished through this program in the area of student services be used as a foundation for future expansion of this program.

I also recommend that the public relations procedures described in this program be continued and expanded.

Extenuating Circumstances That Affected the Internship Program

Within the first few weeks of the internship phase of the program, ten of the 19 participants, because of the

administrative positions they held, became involved in a crash and intensive curriculum planning program sponsored by the Division of Vocational Education of the State Department of Education. For the ten participants this became in a way a superimposed program in addition to the internship program. Some were able to remake their internship program somewhat to encompass the curriculum planning program, even if it did make more demands on their professional time. All ten were expected to assume responsibility of serving as the local school leader in coordinating the curriculum planning of all members of the vocational education teaching staff.

A few of these Leadership Program participants mentioned this responsibility as adversely affecting their internship program. Their statements follow:

> Our internship program this year accomplished many goals we planned last September. Due to an excessive amount of work in curriculum development, however, this year, it was extremely hard to find time to reach all goals. I feel confident that if we had not been obligated in this area, we would have been able to make even more progress. However, this work was necessary and the overall effect will be even greater improvements next school year.

> I feel that I have accomplished the major portion of what I set out to do. It has been a very frustrating year because of the many things I have been involved in. I feel that I set some pretty large goals and it is satisfying to know that we did most of them along with the many other involvements.

II. PROFESSIONAL ADVANCEMENT OF INDIVIDUAL PARTICIPANTS

The individual participants of this program of leadership training showed evidence of professional growth during the twenty-month period of the project. Several participants were promoted during the period to advanced positions in the State's program of vocational education.

Of the 21 participants in Phase I of the project, nineteen completed Phase III. At the end of Phase I, two participants (area high school supervisors) chose to drop out of the program, one to take a new position in the State Department of Education, and the other to take a position outside vocational education in his own school system.

Table I provides an analysis of the changes which took place in the leadership positions of the nineteen participants who completed the training program.

As shown in Table I four of the nineteen participants who completed the project received promotions during or at the end of the twenty-month period. One area school director was promoted to the position of state supervisor of technical education. Three persons who enrolled in the project as either coordinator of instruction or assistant director of a vocational-technical school were promoted to the position of director of an area vocational-technical school.

TABLE I

CHANGES IN LEADERSHIP POSITIONS
OF THE NINETEEN PARTICIPANTS
WHO COMPLETED THE PROJECT

Number of participants by positions at beginning of project		Number promoted to director	Number promoted to state supervisor
Area school directors	7		1
Coordinators of instruction or assistant directors	9	3	0
Area high school supervisors	3	0	0
TOTAL	19	3	1

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

What Was Accomplished

As indicated earlier in this report an objective evaluation was not made in this project. However, the directors worked with the 19 participants closely enough to feel that in the project certain things were accomplished. These were anticipated when the prupose and objectives of the training project were proposed. These accomplishments may be stated as follows:

1. These 21 persons are now better able to handle leadership positions in vocational education because they have participated in the Leadership Training Program.

2. The trainees have a working knowledge of a comprehensive program of vocational education as a basis for planning local programs of vocational education.

3. The trainees have an understanding of the various administrative organizations and structures of vocational education programs in Georgia.

4. The trainees have a knowledge of the duties and responsibilities of a person in an administrative position in vocational education.

5. The trainees have an understanding of the various kinds of professional problems with which a person in an administrative position in vocational education must cope.

6. The trainees have a working knowledge of principles and practices as related to vocational education administration and have a knowledge of how to use these in on-going programs of vocational education.

Some Shortcomings

There were certain circumstances and conditions under which this project was conducted that tended to preclude the accomplishment of all that was anticipated in the project's proposal. These have been discussed in this report. Below are outlined certain things which may be considered as shortcomings of the project.

1. No means were found whereby the program could be objectively evaluated to determine the effectiveness of the Leadership Training Program. The original plan provided for a testing program which would measure the administrative abilities of the trainees at the beginning and at the end of the project. An investigation by the directors showed that no reliable tests could be utilized to measure the administrative abilities of the trainees before and after the training experiences.

2. The internship phase of the program suffered somewhat from lack of sufficient time on the part of the directors to supervise the individual internships. Only one group conference was held with the trainees. It is believed that at least one per quarter should have been provided. There was no opportunity at the end of the period whereby the trainees could compare their internship with that of the others, could learn from the experiences of the fellow trainees, and could generalize from these experiences for the enrichment of further administrative endeavors.

3. Another factor affecting adversely the internship program was that a crash program to plan and coordinate the development of a uniform curriculum for each of the various training areas in the State's vocational schools caused about half of the trainees to give prime time to that activity rather than internship. This crash program was so intense that several trainees in leadership training tended to lose interest in the internship endeavor.

4. Probably there was more emphasis placed on administering post high school programs of vocational education than on high school programs. The directors feel that those participants who were engaged in administering post high school programs made relatively more progress as administrators of vocational programs than those engaged in high school programs. There may be two reasons for this: (1) Three-

fourths of the trainees were engaged in administering post high school programs which tended to cause more emphasis to be placed on administering these programs and (2) the duties and responsibilities of the supervisor of area high school programs are not the same in all schools. The program is new and the administrative organization and structure tend to vary from school to school.

5. There was some reason to believe that more emphasis should have been placed on the development of a philosophy of vocational education as a part of an overall philosophy of education.

II. RECOMMENDATIONS

Based upon the experiences connected with directing this program the directors would like to make the following recommendations to those who would conduct a similar program:

1. Limit the number of trainees in a given group to no more than 20.

2. Establish a set of criteria to be used in selecting the individuals to participate in the leadership training program and see that the criteria are closely followed in the selection of the participants.

3. Make certain that the trainees in the program have relatively homogeneous administrative responsibilities or that the professional responsibilities of the positions for which they are being trained are relatively homogeneous.

4. A program of leadership training for vocational education should be well staffed. It is recommended that at least the equivalent of one full-time person be assigned to such a training program. It is believed that one full-time person would be better than two half-time persons.

5. It is recommended that the program be planned to cover a two-year period. This would include the equivalent of Phase I, II, and III, with Phase I being extended to one full academic year.

6. The trainees for leadership training should not have to divide their interests between leadership training and some other program which would prevent their giving major consideration to leadership training.

7. Make certain that the trainees develop a philosophy of vocational education which would serve as a good base upon which to develop an intelligent and effective program of vocational education.

8. In Phase I, see that the trainees have the opportunity to visit outstanding out-of-state programs of vocational education which are different from anything that is currently being offered in the state where the training is being provided.

9. At the end of Phase I and III provide at least a full week's conference for a review of the period's experiences, and for evaluation and its implication for further leadership endeavors.

10. It is recommended that state vocational education leaders give attention to the establishment of a continuing program for the development of a supply of available persons to fill vacancies in leadership positions in vocational education. This program would be concerned with the development of leadership personnel for programs at the local, institutional, and state levels.

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APPENDIX A

LETTER TO PROSPECTIVE CANDIDATES

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

May 27, 1966

A cooperative project between the College of Education, University of Georgia and State Department of Education, Division of Vocational Education entitled, "An Innovation Organization and Administration Leadership Training Program for the Development of Vocational Education Oriented Administrators", has been funded by the federal government under Section 4(c) of the 1963 Vocational Act. This project is designed to upgrade present administrators of vocational programs on local and/or state levels. The major purpose of this training program will be to develop an innovation leadership program for twenty vocational educators within the state of Georgia who are qualified as outlined in the approved proposal. The instructional program will be organized in the light of total vocational offerings:

(1) for persons attending high school;

(2) for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;

(3) for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;

(4) for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

The basic instructional program will be centered around administrative principles and the necessary technical knowledge which is deemed useful in the operation of vocational programs for the above types of persons on secondary and/or post secondary school levels.

You are one of several administrators or prospective administrators that met the minimum qualifications of the approved proposal and were selected by the Advisory Committee (see attached list) as a prospective enrollee for this training programs. May I point out to you that:

(A) Phase I will require approximately 2 weekdays per month of classroom time for 10 months, starting September 1, 1966. During this period an intensive study of statewide vocational programs and curricula will be attempted. Additional time will be required for individual study.

(B) Phase II will be conducted during the month of August, 1967 for 3 weeks. This Phase will consist of an instructional program designed to study current administration practices and procedures. The College of Education, Bureau of Field Services will be responsible for this 3 week session. During this Phase, trainees will be paid $75 per week subsistence, plus $15 per week per dependent, and transportation to and from Athens.

(C) Phase III will consist of a 10 month internship course to start September 1, 1967.

(D) Twenty hours of graduate credits may be completed during the two year training program for qualified individuals.

(E) The specific objectives of this program are to (1) orient administrators to the basic philosophy and principles of administration and supervision in the vocational areas, and (2) acquaint administrators with the nature

of particular problems involved in programs of vocational education especially those related to changing employment patterns and technology.

If you are interested in attending such a training program please fill in the enclosed form. This does not commit you to attend the two year training program or does it mean you will be selected to attend. An informational meeting is planned for the early part of July to more fully explain the program. May we suggest that you discuss with your immediate administrator, and members of the Advisory Committee, if you so desire, the possibilities of enrolling in this program. Additional information may be obtained by writing to:

H. T. Lester, Jr.
Project Director
123 Baldwin Hall
University of Georgia
Athens, Georgia

Information forms must be returned no later than June 6, 1966.

George Mulling
George Mulling
State Director
Vocational Education

H. T. Lester, Jr.
Director of Research
Vocational Education

/ap
Encl.

ADVISORY COMMITTEE

Dr. Gene Bottoms
Dr. Karl Doss
Mr. W. M. Hicks
Mr. George Mulling
Mr. Horace P. Odom
Dr. George L. O'Kelley
Mr. Ed Word
Dr. H. T. Lester, Jr.
Chairman

I. Personal Data:

Name_____ Sex_____ Race_____
(First) (Middle) (Last)

Home Address_____
(Street) (City) (State)

Date of Birth_____ Place of Birth_____

II. Georgia Certificate Held:

Type_____ Serial Number_____

Date Issued_____ Date of Expiration_____

Name and Address of Employers Beginning with last one	Exact Type of Work Performed	Date of Beginning and End of Service			
		Mo.	Yr.	Mo.	Yr.

III. Record of Professional Training: (It is the responsibility of the applicant to have official transcripts of all credits sent to this office.)

Name of Institution List order of attendance	Post Office Address	Dates Attended	Diploma, Degree (if any) or T & I Course Taken

IV. Teaching Experience (Including Present Position)

Name and Address of School	Name of Supt.	Date of Beginning and end of service				Position
		Mo.	Yr.	Mo.	Yr.	

APPENDIX B

NAMES OF THE PARTICIPANTS AND CERTAIN DATA ABOUT EACH OF THEM

RESUME OF PARTICIPANTS OF THE VOCATIONAL EDUCATION LEADERSHIP INSTRUCTIONAL PROGRAM

NAME	Degrees AGE	UGR	MAJOR	Gr.	Maj.	Ind Work Exp.	Years	Teach. Exp.	Years	Cert.
1 Blocker, Wm. D.	35	BS	Ag.	MA	Ag.	Carpenter	2-1/2 yr.	Voc. Ag.	9 yr.	DT-5
2 Brewton, Ben C., Jr.	37	BS	I.A.	MA	T&I	Elect. & Plumb.	2 yr.	Ind. Arts & DCT	8 yr.	DT-5
3 Clark, James F.	33	BS	I.A.	MA	T&I	Elect. Mech Draftsman	7 yr.	Electrical and physics	2-6 yr.	C-4
4 Cook, Aaron O., Jr.	38	BS	Ind. Ed.			Tailoring	3-1/2 yr.	Tailoring	11 yr.	Voc.
5 Coons, Carol W.	59	BS	Ind. Ed.	MA	T&I	Textile Eng.	13 yr.	Ind. Arts & Voc. Ed.	25 yr.	DT-5
6 Cuneo, Andrew	39	BS	Ind. Arts	MA		Drafting & Cab. Making	7 yr.	Ind. Arts & DCT	16 yr.	DT-5
7 Gordy, A. Perry, Jr.	55	BS	Textile Eng.			Public Rela. Promotion	17 yr.	DCT ~~DCT~~ Coordination	3 yr.	Voc.
8 Harris, Loyal F.	34	BS	T&I	MA	T&I			Ind. Arts; DCT Coord.	1-3 yr.	DT-5
9 Higdon, James D.	42	BS	Ind. Sci.			Tool Design	5 yr.	Mech. Tech.	2 yr.	Voc.
10 Hobbs, Wm. W., Jr.	43	BS	T&I			Watch & Jewelry Repair	4.3 yr.	Watch Repair School Repair	11 yr. 3 yr.	Voc.
11 Johnson, Leon E.	45	BS	Ag.	MS	Ag.	Highway Const.	2-6 yr.	Voc. Ag.	12 yr.	A-4
12 Lloyd, John H., Jr.	33	BS	Phys.			Training Specialist	5 yr.	Train. Spec., Electronics; Radio Rep.	3 yr. 1 yr. 1.8 yr.	Voc.

NAME	Degrees AGE	UGR	MAJOR	Gr.	Maj.	Ind Work Exp.	Years	Teach. Exp.	Years	Cert.
13 Maxwell, Howard T.	39	BS	Ag. Ed.			Restaurant Mgr.	2 yr.	Vet Farm Train. DCT Coordinator	2 yr. 14 yr.	DT-4
14 Miller, Joseph R.	30	BS	T&I			Electrical	3 yr.	DCT Coordinator	3 yr.	DT-4
15 McMormick, John G.	28	BS	T&I			Paper Co. Oper. & Maint.	4 yr.	Ind. Arts - DCT	3-1/2 yr.	T-4
16 Pounders, Dea O.	27	BS	T&I			Carpenter	5 yr.	DCT Coordinator	3 yr.	Voc.
17 Stembridge, Roger E.	35	BS				Systems Equip. Eng. Draftsman	2 yr. 9 yr.		7 yr.	T-4
18 Stiles, Allen L.	59	BS	T&I			Textiles	19 yr.	DCT Coordinator	2 yr.	DT-4
19 Williams, Earl F.	25	BS	T&I	MA	T&I			DCT	3 yr.	T-4
20 Wynn, Harold R.	38	BS	I.A.			Printing Elect.	2-1/2 yr. 1-10	Ind. Arts & DCT	6 yr.	DT-4
21 Young, Robert A.	65	BS	Ag.	MS	Ag	None		Voc. Ag.	30 yr.	DT-5

APPENDIX C

COMMITTEE ASSIGNMENTS IN THE ADMINISTRATION INSTITUTE

COMMITTEE ASSIGNMENTS
ADMINISTRATION INSTITUTE

1. Leadership

Chairman: James F. Clark

Roger Stembridge
Earl F. Williams
Robert A. Young

2. Personnel Matters

Chairman: William W. Hobbs, Jr.

William D. Blocker
Carol W. Coons
John H. Lloyd

3. Supervision of Instruction

Chairman: Joseph R. Miller

Loyal F. Harris
Dea O. Pounders
Howard T. Maxwell

4. Managerial and Operating Responsibilities

Chairman: John G. McCormick

James D. Higdon
Andrew Cuneo
Harold R. Wynn

5. Public Relations

Chairman: Perry Gordy, Jr.

Aaron Cook
Ben C. Brewton, Jr.
Allen L. Stiles